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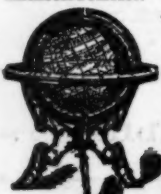
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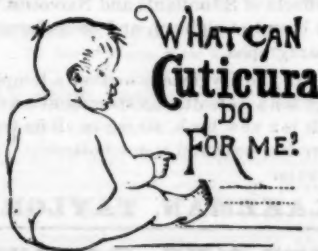
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New York, February 28, 1885.

ONCE the welcome light has broken,
Who shall say
What the unimagined glories
Of the day?
What the evil that shall perish
In its ray?
Aid the dawning, tongue and pen;
Aid it, hopes of honest men;
Aid it, paper - aid it, type -
Aid it, for the hour is ripe,
And our earnest must not slacken
Into play.
Men of thought and men of a tion,
Clear the way!

A CLERGYMAN repeated one sermon Sunday after Sunday, until his parishioners called him to account. He answered that until they put into practice what he preached, he should continue to deliver the same discourse. His persistence was certainly to be commended. An excellent tune has been played on one string of a violin, but no ordinary player would dare to undertake the

task. Some reformers can get only one idea into their brains at one time, but they put all the force and energy of their natures into that one idea. It is all they have; they must work it for all it is worth. It is better to have one good idea, and push it, than a hundred, and push none. The reason the world has not been lifted higher, is not for the want of ideas: there have always been an abundance and to spare, but it has had few strong minds, possessed of only one thought.

THE most powerful forces act silently. Chemical affinity causes atoms to unite with incalculable force; yet it makes no noise about it. Gravitation holds the universe in order, but no sound is heard while it does it. The mysterious force of life transforms the slime of the stagnant pool into the delicate beauty and perfume of the water-lily, but in the work nature is voiceless. It is only when some disorder occurs that we hear a noise. The earthquake and the avalanche are temporary disturbances, and the roar of the ocean is a continual testimony to the fact of unrest. Disturbance is noisy, and disorder tumultuous. The most effective work proceeds the most quietly. The poorest orators are the most demonstrative. The best, carry in a quiet manner forces of conviction. In the school-room, the best teachers say the least, and apparently do little, but under a quiet demeanor and undemonstrative manner, they carry tremendous forces. They are felt, not heard. A strong teacher will govern a school, and mould character with a force not to be calculated, but with few words. What we are, not what we say, measures our influence.

A DISTINGUISHED theologian of Germany declares that "there is too much theology—it would be better if no new theological book were printed during the remainder of the century." Certainly, this is not true of education. If theological thought has gone to seed, educational thought has not; yet we continually hear such remarks as these: "The system that trained such men as Daniel Webster, Edward Everett, and John C. Calhoun, is good enough for our boys. We don't want a better." In other words: "It would be well if no improved methods of education were introduced into our schools for the remainder of the century."

Now the fact is, the remarks of the distinguished theologian and our old-fogy teachers are nonsense. What is theology but the science of God? The more of it, the better. It is the soul of religion, for it brings us back to Him, regardless of sect or creed. What is education but the science of human development? The more of it, the better, and the better it is, the more we want.

THIS paper is not published for the high and mighty ones who need no education. There isn't a molecule of sympathy between it and them. They may go their way, and we ours. But for the army who are seeking

improvement and more light, we come each week filled with all the good things we can find;—to the thousands who are trying to improve—to the teacher in the crowded city, discouraged over want of sympathy, and the grinding despotism of cram and grade; to the patient toiler in the village school, with few books, and fewer educational advisers; to the lonely teacher in the out-of-the-way corner, almost alone in the district—to them we love to come. We could work a life time for such an army as this. But with the man who said, "I've got beyond you long ago," we want nothing to do. Only we would like to slip in, unnoticed, some day, and make a record of his teaching. We would print it, just to show how he teaches—just to publish to the world what kind of a man he is who has "got beyond us long ago." We think, if it is possible (and we think it is), we will put an example of his work in place of our "Normal Work" some week. It would be a genuine satisfaction, beyond what we can tell, to hold up the paper before his face and say, "Look there! That's you!" But he would not notice us. From an imaginary eminence he would look down and ask, "What's all this fuss about? Isn't my way good enough?"

THE answer is often given, when the charge of "cramming" is made and some child has suffered, that "The boy or girl was weak, and could not stand the strain." So of course we must conclude that what is good for healthy children is not equally good for weak ones; or in other words the best school system human intellects are able to devise must inevitably kill some. The question resolves itself into the old Spartan doctrine that it is not desirable to educate the weak and puny; they had better die. For our part, we are not willing to endorse the doctrine.

The latest of the juvenile victims of over-pressure in England is a little girl, by name Harriet Straker, who died a few days ago at Ludlow, according to the doctor who attended her in her last moments, "in a state of muttering delirium concerning school and lessons." Her death, he states, was due to "mental over-pressure." The unfortunate child, it seems, had to walk a mile to and from her school twice daily, and was always anxious to hold her own in class. The mental strain, the doctor is convinced, was too great for her nervous, sensitive temperament. He called to mind three cases where children have died from "over brain-pressure at lessons whilst they were in a weakened condition." This girl's death was a necessity, if we consider the present system of inflexible grading a necessity. It does seem as though school officers ought to understand the doctrine of adaptability and flexibility within certain limits. The absurdity of the idea that all children must be made to pass through exactly the same course of study is too apparent to need argument.

PRACTICAL anatomy is taught in some of the public schools of New Haven, Conn., by the dissection of dead cats and rabbits.

THE program for the coming year at Chautauqua is to be an interesting one, and will cover nearly every department of practical knowledge.

THE Mormon question is one of the most vexed issues before the American people. It is Miss Kate Field's opinion that the Latter Day Saints should have whatever they are most opposed to. "Whatever they don't want make them have."

THE Harvard Club of Washington, D. C., has refused by a formal vote to allow Mr. Richard Greener and another mulatto graduate of Harvard College to attend their dinner. This has been very properly rebuked by the absence of Senator Hoar and Representative Long from the banquet.

THE *Index* of Ann Arbor notices the fact that the R. I. Institute of Instruction commended the *Journal of Education*, but it thinks it a little strange "that no mention should have been made of any educational periodical devoted especially to the current discussion of educational principles from a broad and scholarly standpoint."

COM. J. L. LUSK commences in this week's JOURNAL a series of articles, valuable to those who are at all interested in the methods of raising and modes of equably distributing public funds. It will be interesting for newer states to know, through what experiences the Empire State has passed.

THE article entitled "Singing in Schools," published Dec. 7, was inadvertently credited to C. H. Browne, who is the publisher, not the author, of the text-book ("Exercises and Songs for School and Home.—Part I.") in which the suggestions quoted are to be found. At our earnest solicitation, the author will, from time to time, contribute valuable practical hints for the study of vocal music in schools.

WILL our friends send us such educational news items as will be of interest to the profession. Changes, death of teachers, association meetings, educational addresses, closing exercises, successful experiments, work of pupils, special experiments, special devices, etc. We will condense and print. We cannot give much space in this department, but teachers are desirous of knowing what is going on. We believe in cutting down news to the smallest space, but still we believe in an educational newspaper. We shall seldom occupy more than two columns in this manner. Send us the items.

THE American Missionary Association is establishing in a most practical manner the essential points of industrial education. They are not content with looking after the soul, but recognize the fact that the colored people have bodies as well. Much can be learned from their method of work. In the February number of the *American Missionary* they say: "In our different boarding institutions and in our schools for cookery we teach that suitable food should be used and how it should be prepared. We encourage such agricultural industries as will be most helpful. At Berea a fruit-canning establishment has been put in operation. At Tougaloo, truck is raised for the Northern market. At Atlanta, experiments with a variety of crops have been abundant and successful. We teach our students to have care for the protection of their persons. They need good houses; we teach them carpentry. Their clothing has been limited and unsuitable. They are often ignorant of what is required for health. We instruct them in their proper use, and how clothing should be made. Exposure to wet and cold, over-exertion and improper indulgences—these account largely for many of their diseases. We remedy these evils. Lady missionaries, lady physicians, ladies in charge of industrial schools—one and all are mindful of the health of those to whom they minister, and not a little of their work consists in urging the observance of sanitary laws." This is common sense-education

—soul—mind—body—this world—the world to come. What more can be added?

It is not such a long time ago since teachers and parents all over the country awoke to the fact that young people demanded a periodical literature of their own—something that should drive out the demoralizing trash already in circulation, and fill its place with bright, wholesome, entertaining ideas. The query, "What shall young people read?" became immediately a great question; it was earnestly and repeatedly propounded to the publishers of the SCHOOL JOURNAL, who, feeling the need, undertook the publication of TREASURE-TROVE, the monthly magazine which has since become so widely popular with young people both in school and out.

The question, "What shall they read?" is answered by that better question, "What will they read?" The best—to be sure—if they can get it, and that is what TREASURE-TROVE aims to give them.

It is now extensively used in schools as a supplementary reader; its circulation has grown so large that the edition has frequently been exhausted, and it has become necessary to have it printed from electrotype plates, in order to issue an extra edition when called for. The secret of its success is its appreciation of the needs and aims of young people; its true sympathy with them; its recognition of their manhood and womanhood.

GORDON's heroic life and tragic death have made him the hero of the century. He could have saved his own life, but he said, "It would be the climax of meanness, after I had borrowed money of the people here, and had called on them to sell their grain at a low price, to go and abandon them without using every effort to relieve them, whether those efforts are diplomatically correct or not." Of his advance to Khartoum it has been said that "there has been nothing like it since Abraham obeyed the voice of God and went out into a strange land." The *Courant* excellently says, "As France, eighty-five years ago, drove one of her proudest sons upon the dagger of a fanatical Egyptian, so now, Britannia, in attempting to fix on the necks of the people of the Nile a yoke which fell so long ago from the hands of France, must pause to weep over the corpse of a foremost Englishman, slain likewise by the assassin's steel. As England has followed France, so has she sent Gordon to tread the path of glory that led Kleber to his grave." The short walking-stick with which he directed the movements of his soldiers in China was transformed into a magician's wand. His rapid camel rides and intrepid bearing in the Western Soudan startled the Arabs, and convinced them that he was a weird genius of the desert. His name now seems to be one to conjure with, even in sober-minded, steady-going England. The mystery enveloping his fate imparts intensity to public admiration of his heroism and genius. The sudden disappearance of that commanding figure from the ramparts of Khartoum is accounted a National disgrace and a calamity. We cannot wonder that public indignation against the Ministry is not abating.

A great meeting is soon to be held in London to promote the work of securing a national memorial of Gen Gordon. The work will be carried on on a broad national basis, and under the supervision of the most powerful committee that can be secured. The meeting, it is expected, will choose the members to serve upon this committee, and the committee will be intrusted with the selection of the form of the memorial. It has been agreed that all ideas of a statue shall be excluded from consideration.

Count Tolstoi, the Russian Minister of the Interior, has resigned. Pleading that the excessive duties of his office, owing to the activity of the Nihilists, are undermining his health. It is reported that the real reason for the Count's offer to resign lies in the conduct of M. de Giers, the Foreign Minister, in abrogating many of the harsh and arbitrary decrees issued by Count Tolstoi in his efforts to suppress the strikes among the agri-

cultural and industrial laborers throughout Russia. These strikes have recently assumed alarming proportions. Count Tolstoi has endeavored to suppress them by force; M. de Giers has insisted on more moderate treatment.

The French are accused of treating their Chinese prisoners with cruelty. It is said that when the prisoners were unable to work for want of food, the French attacked them with bayonets. If that failed to move them, they were shot.

The Anarchists are making disturbance in Switzerland: in spite of the activity of the police, they have distributed a revolutionary manifesto, depicting the wrongs and hardships suffered by working people, and saying: "The only way to secure to our wives and children a better future is by revolution." In a public letter they threaten to destroy the office of the newspaper *Der Bund* unless its tone toward anarchism moderates.

Many Russians are pouring into Cabul. The natives think they are military men and that their visits are connected with the rumored scheme of Russia to annex Afghanistan. Mr. Lessar, the special Russian agent, who is negotiating with Lord Granville in regard to the matter, says that Russia has no intention of invading Afghanistan. The *Journal de St. Petersburg* also denies the allegation and declares that Russia will strictly observe the Russian-English agreement in regard to the boundary.

Sir Stafford Northcote has moved in Parliament a vote of censure against the government for its Egyptian policy. Mr. Gladstone declares that he had never contemplated abandoning the Soudan until after the capture of Khartoum, but he fails to explain his strange delay in sending relief to Gordon. In the midst of this debate, Mr. O'Brien, a member from Ireland, was suspended.

It is announced that the Prince of Wales intends soon to visit Ireland. The Irish papers think that "his presence will be a stimulus to trade and a frank and generous reparation for past royal neglect of Ireland." It remains to be seen what the effect of his visit will be.

For the SCHOOL JOURNAL.

PAPER FOLDING.

NORMAL TEACHING.

[Reported by I. W. Fitch from a Lesson given at the Cook County Normal School, Ill.]

Grade of pupils, first primary: Ages, from six to eight years; number of pupils, twenty; time of lesson, 20 minutes. The teacher passes to each pupil in one row of seats a piece of pink paper three inches square, and to each pupil in the other row of seats a piece of blue paper also three inches square. The teacher says: All hold up what you have in your right hands. I see two different colors. Who can tell me what color the papers are in this row? Hands go up, and certain ones are called upon to tell the color. The same is done with the other row. The teacher holds one of the papers up in her left hand and touches the edges, surfaces, and corners in succession, with the index finger of her right hand, calling upon the children to tell her how many edges, surfaces, and corners she has touched. This done, the class is requested to place the papers on the desks with one corner of each paper pointing to the front of each desk.

Teacher What can you tell me about your papers?

One Pupil. My triangle has three edges.

T. How do you know this is a triangle?

Ans. Because it has three edges and three corners. (This pupil has come from the Kindergarten.)

Another P. My paper has two straight corners and one square corner.

Pupil is requested to point to what he means, and points to the oblique corner as the square one, and to the others as the straight corners. (The terms oblique and acute are not given to the pupils, as it is preferred that they use their own language for the time.)

T. Put your papers on your desks, with the long straight edge lying along the front edge of your desk. Take the left-hand corners of your papers and fold over so that it will lie exactly on the top

of the right-hand corner; open your paper, and let it lie as at first. Now place your finger on the spot where the lines cross, and the corner next to you, so that it will rest on the spot where your finger was. Carry the back corner to the center; the left corner to the center; the right corner to the center. How many can tell me something. (Hands go up.)

One P. My paper has four little squares.

T. I do not see four squares on my paper. Show me. (Pupil shows them, but on the reverse side of the paper.)

T. Yes; you see four little squares; but are they on the side of your paper like the side which the other pupils have on top? (The boy sees his mistake, turns his paper over and finds something very different from squares.)

T. Jennie, what do you see?

Jennie. I see four triangles.

Willie finds four edges; Lillie sees eight very small triangles.

T. Turn over your paper again, and bend back a corner at the centre to the outer corner just in front of you. Who will tell me what to do next? Several hands are raised, and one says, "Carry a corner at the centre to the opposite outside corner;" another, "a corner at the centre to the right outer corner;" a third, "a corner at the centre to the left outer corner."

Teacher. Our time is up. Leave what you have made on your desks, and I will come around after awhile and gather them up. How many of you would like to have me make something pretty to hang up in the school room, out of what you have made? (All hands go up.) The class is quietly dismissed, in order, the girls first, to the dressing-room.

In answer to the question, "What will you make for the pupils," the teacher said I'll fasten the blue and pink squares on pieces of white paper, and hang in order around the room.

NOTE.—Readers can perceive that *number, form, and color*, were all taught *unconsciously* in the lesson, and that more or less prominence can be given to one or the other, according to the special needs of the pupils. The interest of the class was sustained throughout.

For the SCHOOL JOURNAL.

IMAGINATION IN ITS MATURITY.

MIND ARTICLE.—XXIV.

A REVIEW.—Last week something was said concerning imagination in children. A few instances will illustrate how vivid it often is, and what a power it may be made in mental development.

"What does God send the snow for?" asked one little girl of another. "Why, the snow-flakes are the umbrellas He covers His flowers with," was the answer.

The measles invaded a household where there were many children. The first child to sicken was given a box of paints and some prints to color, to amuse himself in bed. "I wish I could get the measles," said a younger brother, "then I could have a paint-box too." In due time he caught the infection and was also given a box of paints. "Papa," said the little one wearily, after being a couple of days in bed, "you can take the paint-box away: I don't want the measles." In the child's thoughts there was a connection between the box of paints and the measles. It is an interesting incident, not only in showing the working of imagination in children but the power of early association in tracing effects to their causes.

There was a little girl who believed that the stars were the children of the moon. Her mother wanted her to go to bed one night before she felt quite sleepy enough to go willingly. "But the moon hasn't sent her children to bed yet," objected the little astronomer, petulantly. It so happened that a storm was brewing and heavy clouds were gathering in the heavens. "Go and see if she hasn't," said her mother. The little head was immediately popped out of window and the sky was scanned eagerly. "Well, I guess I'll have to go to bed now," she said after the survey; "the moon

is covering up her children and tucking them in."

AN ANALYSIS.—FANCY COLLECTS MATERIALS FOR THE IMAGINATION, consequently the latter presupposes the former, but the former does not necessarily suppose the latter. The power of fancy supplies the poet with metaphorical language, but IMAGINATION creates the complex scenes which he describes. We can say a "rich fancy," but not a "rich imagination." We can call the imagination "sublime," but not "luxuriant." This distinction is important.

THE IMAGINATION DOES NOT ABSTRACT OR GENERALIZE, it only supplies materials for these processes according to the laws of association. Without imagination the scientist could do nothing; with only an imagination he could do nothing. Abstraction, generalization, and taste, supply the fancy, and this arranges materials for the imagination. It follows, therefore, that real imagination can only be obtained through the cultivation of the reflective powers. Fancy is the proper name for what is called imagination in young children; but, since they early commence to generalize, a true imagination soon begins to show itself. At first fancy predominates, but soon it begins to take its subordinate place.

IMAGINATION IS THE RESULT OF EDUCATION: it is not an original endowment of the mind. Men differ in the strength of this power because they differ in the strength of the elements that form it, and since the faculties of abstraction, generalization, and memory, can be greatly cultivated by proper education, it follows, as an axiom, that a good imagination must depend upon education. It will be seen that the possession of a good imagination marks the highest type of mind. Inventors, mathematicians, prose writers, and orators, are as much entitled to be called men of genius and imaginative as poets, painters, and orators.

IMAGINATION HAS A POWERFUL INFLUENCE ON THE FORMATION OF CHARACTER. By it our *ideals* are formed. A young person sets out in life with his ideal of perfection and happiness. If it consists of sensuous pleasures he will make every effort to gratify his appetites; but if he places before himself a high standard of moral excellence he will exert himself to attain to it. Moral duties and religious exercises are powerfully influenced by the imagination. In the Christian religion, the life and works of Christ are constantly held up before the world. His followers see Him in all the situations in which he was placed. A Christian will at once appreciate the force of this assertion and admit its powerful effect on human actions. Place before a child an ideal good, clearly, forcibly, and frequently, and it will soon begin to exert itself to attain to it. Some philosophers have gone so far as to claim that all moral good was centered in the imagination. This is not so. There is a sense of right and wrong instinctive in the human soul which no imagination can destroy; but it is nevertheless true that from the imagination of man come some of the most powerful moral forces our natures are capable of receiving.

Teachers will see the important bearing of all this on methods of moral instruction.

For the SCHOOL JOURNAL.

MIND QUESTIONS.

GENERAL.

1. What is consciousness? Can it be cultivated?
2. Can consciousness be considered a part of the INTELLECT, the SENSIBILITY, or the WILL.

Intellections are: { percepts,
concepts,
beliefs

3. Show the difference between these three parts of INTELLECTIONS.

Sensibilities are: { emotions,
desires.

4. Show the difference between an emotion and a desire.

5. What is meant by "things real" and "things unreal."

6. What is meant by "thinking."

7. Can we feel, and not think?

For the SCHOOL JOURNAL.

STATE AID TO EDUCATION.

By COMMISSIONER J. L. LUSK, Binghamton, N. Y.

At the close of the period of the blackest history in mediæval society, and within a few years after our country's heroic struggle against the tyranny of Great Britain, and while yet infant republicanism in France was contending, amid the Reign of Terror, with the combined powers of enthroned Europe—in America, with Church wisely separated from State,—the necessity of popular education triumphantly entered the arena of public thought and commanded attention.

At its bidding, Governor George Clinton, of this State, in his annual Message to the Legislature, Jan. 3, 1795, submitted the following:

"While it is evident that the general establishment and liberal endowment of academies are highly to be commended, and are attended with the most beneficial consequences, yet it cannot be denied that they are principally confined to the children of the opulent, and that a great proportion of the community is excluded from their immediate advantages.

"The establishment of common schools throughout the State is happily calculated to remedy this inconvenience, and will, therefore, reengage your early and decided consideration."

Accordingly, on the 9th of the following April, an act was passed appropriating \$50,000 a year for five years, for the purpose of encouraging and maintaining schools throughout the State.

In 1805, the school fund was established, with the provision that the income should not be distributed until it amounted annually to \$50,000. Seven years later, the income of the school fund having reached the required sum, this with an equal amount raised by towns, as required by law, was first distributed in 1815, at which time the State school system first went into practical operation.

This amount was supposed to be sufficient for the payment of teachers' wages for the required legal term of three months in a year; yet, in case of a deficiency, the trustees were authorized to collect it from the patrons in proportion to the attendance of their children, but not for a longer term than that mentioned.

In 1851, instead of a county tax equal in amount to the annual distribution from the school fund a State tax of \$800,000 was established.

In 1856, the State tax was fixed at a rate of three-fourths of a mill upon each dollar of assessed valuation.

In 1867, the *rate-bill* was abolished; the rate of State tax was increased to one and one-fourth mills, with intention of making the revenues of the school fund and United States deposit fund, together with the tax, support the common schools for at least 28 weeks in most of the districts.

Thus gradually as grows the tree, so has grown our school system until to-day, beneath its broad-extending branches are gathered 135 Superintendents, 30,000 teachers, and over a million school children; the latter receiving its benign influence at a cost to the State of twelve million dollars annually.

We are to dig about its roots of facts, enrich its soil of public sentiment, and, if need be, sever here and there a branch, that the golden harvest of true citizenship may be most abundant.

Much time, expense, and labor of investigation have been expended in preparing the facts to be presented.

While the facts must necessarily be limited, and many times express but partial truths, it is hoped that sufficient will be given, to enable this convention, after a full, free, and fair discussion, to draw such conclusions as will redound to the welfare of the public schools of the State.

It is estimated by the statisticians of this government that the total annual profit to this country by the conversion of illiterate into educated labor, could not be less than four hundred million dollars.

Allowing the estimate to be true, on the basis of population, this State receives an annual profit of about forty million.

Surely the Pen is not only mightier but cheaper than the Sword.

From 1867 to 1876, the rate of State tax for support of schools was 1.25 mills.

The rate for this year, as reported by Comptroller Chapin is about 1.055 mills.

TO BE CONTINUED.

For the SCHOOL JOURNAL.

EXAMINATIONS.

By E. O. HOVEY, Prin. Newark (N. J.) High School.

A great deal written is nowadays about examinations, and the general opinion seems to be that they are bad and only bad, and that continually. The same story is told in all the journals—political, religious, and educational. Some nervous girl has worked so hard for her examination, that she has sickened and died; therefore, examinations are abominable.

Pupils generally would prefer to have no examinations; and there are two classes of teachers that have the same preference. One class—and the smaller one—really feel that they are trammelled by examinations. They would teach a subject in all its length and breadth; they would get their illustrations wherever they could, without fear lest some little point about the eyes of the fish in the Upper Yukon should escape their attention and be found by the examiners. They would take their pupils into the fields and learn of nature; into the work-shop and factory and learn of art—all beautiful in theory and possible to one in a thousand. Of course there are a few teachers that would achieve splendid success in this way, and do better work than when told by superintendent or principal that their class should get as far as page 113 this term.

The second class is composed of those that see the sword of Damocles in the examinations. If this could be removed they could settle down to easy work; no fear of superintendents or principals, they could buy a rocking chair and be happy.

But there is a third class of noble, faithful teachers, that believe in examinations, that are willing to have their work tested; that can find in any text-book the basis for good work, and if the subjects treated this term have been proportion, square and cube roots, are willing to have the class given any fair question on these subjects. Has the class read the first book of Caesar? The pupils should be prepared to answer—not any possible question—but any legitimate question on that book.

* "What is a legitimate question?"

Perhaps I may answer that at another time.

The results of no examinations would be, I believe, in nineteen cases out of twenty, disastrous, and would take us a long step backwards. Our splendid graded schools are the results, very largely, of careful examinations. Let us have more, rather than less, examinations, and more thought and care in managing them.

THE methods of college government are gradually changing. The old drive and "must" system is disappearing before the more sensible plans of individual and social responsibility. In two leading colleges the students virtually govern themselves, and now Harvard proposes to let them co-operate with the faculty in regulating college affairs. Student arbitration is a success wherever the pupils are old enough to know what is right and wrong. The desire to do right is uppermost in the minds of most students. The decision of the majority can generally be followed. The teacher has a great work to do in creating and moulding a moral sense and an intelligent will in his pupils. There is wonderful power in an appeal to the intuitive sense of right and wrong in even young children. Every teacher knows what power the question, "Is that right?" carries with it. Moral strength can only be developed through moral exercise.

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

WAYS OF TEACHING SPELLING.

Language culture seeks to enlarge the pupil's vocabulary, but no word is really a part of one's vocabulary until it is at command in writing and speaking, as well as in hearing and reading. To produce words in correct form seems to be the most difficult of the four ways of using them, hence arises the necessity of special drill in spelling. The following exercises will provide such drill and at the same time give practice in classification—a most necessary part of school work:

1. Young pupils can busy themselves by selecting words from some school book, transcribe on paper or slate, and classify in the following manner:

- All words of two letters—three—four, etc.
- Names of persons and places.
- Action words.

This exercise of classifying can proceed through all the parts of speech if the pupils are sufficiently advanced.

Remember.—Every time a word is correctly written the probability grows stronger that it will be correctly written the next time.

2. Agricultural terms and implements, as:

- | | | | |
|-------|--------|--------|-----------|
| ax, | cart, | drill, | scaffold, |
| barn, | churn, | field, | scythe. |

Fifty or sixty such words ought to be obtained from the memories of pupils living in country districts.

3. Animals, as:

- | | | | |
|---------|-------|-----------|--------|
| bear, | colt, | kangaroo, | wolf, |
| beaver, | deer, | lion, | tiger. |

4. Architectural terms, as:

- | | | | |
|------------|----------|----------|----------|
| dome, | lintel, | rabbit, | tenon, |
| dove tail, | landing, | rotunda, | pendant. |

One hundred and fifty of these can readily be written.

5. Arithmetical terms, as:

- | | | | |
|--------------|-----------|--------------|--------|
| subtrahend, | gain, | discount, | prime, |
| partnership, | exchange, | subtraction, | plus. |

6. Birds, as:

- | | | | |
|---------|-----------|---------|--------|
| condor, | petrel, | pigeon, | robin, |
| kite, | pheasant, | quail, | snipe. |

7. Botanical Terms,

24 Metals and their

8. Carpenter's Imple-

Properties,

9. Colors,

25 Measures of various

10. Divisions of Time,

kinds,

11. Farm and Garden

26. Mercantile and Bus-

Productions,

ness Terms,

12 Fishes,

27. Miscellaneous Ar-

13. Flowers and Plants

ticles,

14. Forms, Solids, and

28. Money,

Shapes,

29. Musical Instru-

15. Furniture, etc.,

ments,

16. Geographical

30. National Offices,

Terms,

31. Naval Terms,

17. Grammatical

32. Parts of a Book,

Terms,

33. Political Terms,

18. Horse and Parts,

34. Productions of the

19. House and Parts,

Earth,

20. Wearing Apparel,

35. State Officers,

21. War, or Military

36. Terms of Relation-

Terms,

ship,

22. Weapons of War-

37. Town and City Of-

fare,

ficers,

23. Human Body and

38. Trees, Shrubs, etc.

OTHER CLASSIFICATIONS.

For more advanced pupils the following topics will be suggestive:

1. Write words usually misspelled, as:

- | | | |
|---------------|-------------|------------|
| intermittent, | heresy, | bilious, |
| ecstasy, | surcingle, | licorice, |
| mortgaging, | rendezvous, | apocryphy. |

2. Find all the words possible containing the letters—

- | | | | |
|----|----|-----|-----|
| ie | ei | ous | sur |
|----|----|-----|-----|

3. Find all the words possible terminating in a vowel, but dropping the final letter on receiving a suffix beginning with a vowel; all the words retaining the final vowel.

4. In each class spell words peculiar to the study.

Set apart days during which nothing will be done in the class but spelling. Let pupils suggest the words until the list is exhausted; then the teacher can begin.

5. GAMES AND CONTESTS.—The old fashioned spelling schools did a great deal of good, but, we must confess, there never was a time when there were so many good spellers as now. Choosing sides and spelling down is always exciting, but not always the most profitable way to spend school time. There is no space here to describe games. Perhaps at some future time we may do so. It is well to encourage them as recreations.

6. A good way to conduct a rapid spelling exercise is as follows:

Let all the pupils be provided with slips of paper and pencils, sharpened. All write the same words as pronounced by the teacher with as much rapidity as ought to be expected of pupils who know how to spell the words pronounced. Allow no questions. If a word is not understood, let it be represented by a dash. Each pupil is expected to understand, and the teacher must pronounce so that each pupil will understand. As soon as the words are all pronounced, the teacher spells, not pronouncing, each word previously pronounced. The pupils make a cross opposite each word misspelled, and at the close mark the number of words misspelled at the top of each slip. These papers are collected by monitors, and the results recorded in a book kept for the purpose. A mistake in marking counts double. No papers are returned, unless a mistake is detected. All methods are subject to difficulties: this method has them, but it is an excellent plan under many circumstances.

7. Endless practice, practice, PRACTICE is the price paid for good spelling. There is no royal road to the goal. Word upon word, here a little one, there a hard one—over and over again: and, after all, the best of us, in spite of all we can do will, misspell the very words we ought not. The English is the most outrageously spelt civilized language among the sisterhood of tongues.

For the SCHOOL JOURNAL.

PHONETIC SPELLING.—IN THE READING OR SPELLING CLASS, WHICH?

By SUPT. R. W. RICHARDS, Faribault, Minn.

Phonetic spelling is a misnomer, the use of which is a source of almost endless embarrassment to the teacher. It is evident at the outset that if we can pronounce a word accurately, we are spelling it phonetically, and if a teacher wishes to bring out certain letters or elements of a word prominently, all that is necessary for the pupil is, to pronounce slowly. It is unscientific for a teacher pronouncing a word for a string of scholars standing in a row, toeing a line, to say "spell by sound."

Phonetic spelling consists simply in teaching the pronunciation of words; or in other words, to so combine the elements of a word, that the learner will be able to help himself. This, of course, should be attended to in primary work. The vowels should be taught correctly from the start. For illustration, *a* in cat should be called by its name in that word, rather than by its name in fate, etc. This follows naturally, and when it is represented to the eye by its proper diacritical markings, it becomes a fixed character. As the name and the sound of the regular consonants are nearly alike, it is not so difficult to treat of them. When they are alphabetic equivalents, or have several sounds, they should be distinguished by their proper marking the same as the vowels. In all cases the learner should be trained to find the sound and to give it correctly by drilling on slow pronunciation—hardly ever in imitation of the teacher.

In conclusion, I would say to teachers that "phonetic spelling" should be employed always to find the pronunciation of a word, hence should be the seat or study assistant of the scholar, and can only be used to advantage in a "reading lesson" when the scholar stumbles on the pronunciation. I can not see any advantage in "phonetic spelling" when the teacher pronounces the word to be spelled, further than to pronounce after the teacher: certainly it can not be employed in a written exercise. If we teach properly at the start, there will be no wrangling over the bugbear of "phonetic spelling."

I LOVE THE MERRY SUNSHINE.

S. GLOVER.

1. I love the mer-ry, mer-ry sun-shine; It makes the heart so gay. To hear the sweet birds
2. I love the mer-ry, mer-ry sun-shine; Thro' the dew-y morn-ing's shower, With its ro-ay smiles ad-
sing-ing On their sum-mer hol-i-day, With their wild-wood notes of du-ty From haw-thorn
vanc-ing Like a beam-ty from her bow'r! It charms the soul in sad-ness, It sets the
bush and tree; O, the sun-shine is all beau-ty, O, the mer-ry, mer-ry sun for me. I
spir-it free; O, the sun-shine is all glad-ness, O, the mer-ry, mer-ry sun for me, &c.
love the mer-ry, mer-ry sun-shine; It makes the heart so gay, To hear the sweet birds

For the SCHOOL JOURNAL.

WINTER BUDS

BY ANNA JOHNSON.

A PLANT LESSON.

Distribute the winter buds of the horse chestnut to the class, and have a house plant containing buds, which the children can conveniently see.

What have you in your hands? Where did they come from? How many know what kind of a tree? What do you find on your stems or branches? When did these buds grow? How many think they grew this year? Why not? How many think they grew last year? What have they been doing all winter?

How do the buds feel? Tell me of some sticky substance that people make use of. Why do they use it? Can you see anything that is fastened together on the buds? How many can find leaves on the buds? Are these like the leaves you usually see? How are they different? Can you think of anything that lives in the water that has a covering laid on very much as these leaves are? What do we say the fish has on its body? Did you ever see any one clean a fish? What are scraped off the body? What may we say these buds have? Look at the buds on the house plant, do they have scales? Why not? Why does God clothe some animals in thick fur and others with scarcely any hair on their skin? To what kind of countries do animals with thick fur belong? Those with thin hair? Why do the horse-chestnut buds have thick coverings? What may we call these buds that live out all winter?

What do you think are in these winter buds? What did we find in the bean seed? Do you think we will find a baby plant in these buds? What will we find on the tree very soon? What else besides leaves? What do you think we will find in these buds then? Open the buds carefully and see what you can find. What makes them so hard to open? What will open them on the trees? What did the seeds need to open them? What are the first things you find in the buds? What color are they? Pull the leaves back and see what you find next. What does it look like? What does your mother wrap the baby in when it goes to sleep? Why? Take off these blankets and find the baby flower. Where does the baby flower get its food to begin to grow? Who has so thoughtfully cared for these little babies on the trees to put thick overcoats and blankets on them, and to store away their food so nicely?

See how many buds you can find. Show me which ones you think would have blossomed first. Why? Show me the smallest. Do you think they

would have grown? When people or things are very close together, what do we say of them? When the buds grow, what else do they make beside leaves and flowers? Now, if all the buds should grow, how do you think the branches would be? When people have nothing, or but very little to eat, what happens sometimes? There might be a chance of some of the buds starving, as the tree could not nourish so many. Then why are there so many buds, since if they could all grow, the branches would be too crowded, or if they should all try to grow, some would be starved? Sometimes in February or March we have warm rains and sunshines, and the buds think it is time to throw off their warm overcoats, so they peep out; but after a little while Jack Frost takes a notion to return, he looks at the open buds, and what do you think happens? Do you think all the buds would be killed? Which ones do you think would be safe? Can you see any reason for there being such tiny buds?

On what part of the stem are the largest buds? On what part are the others? The buds on the ends are called terminal buds. What do you notice on the stem just below the side buds? What do you think was there last year? The place where the leaf has fallen off we call a scar. When the

leaves were on, where would you say the side buds were? Who can tell me what the leaf and branch form? If they do not see, draw it on the board. The angle that is made by the leaf and stem is called the axil. Where do the side buds grow then? The buds that grow in the axils are called axillary buds.

When the axillary buds grow out into branches, how will they make the tree? When the terminal buds grow, what will they do to the branches?

For the SCHOOL JOURNAL.

SELECTIONS FOR WRITTEN REPRODUCTION.

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EDWARD R. SHAW.

FISH OUT OF WATER.

In the tremendous gale of the 25th of October, 1859, which did so much damage on the coast of South Devon, a curious incident occurred to a gentleman whose house was situated close to the water-side. He was sitting with his parlor window open, when an enormous green wave came carling toward the house, and discharged its force full against the window. There was no time to shut the window; but, retreating as fast as he could, he pulled the door of the room after him, in order to keep the sea as far as practicable from the rest of the house. After some time he returned to see what amount of mischief was done, and, entering the room, found the floor covered with flapping and jumping fishes. The wave had brought forward a shoal of whiting, and had deposited them on the good man's carpet, where they tossed, much to his amusement and their own chagrin—fish out of water.

PHILLIP HENRY GOSSE.

AN ELEPHANT'S SAGACITY.

In the year 1863, an elephant was employed at a station in India to pile up heavy logs—a work which these animals will perform with great neatness and speed. The superintendent of the labor suspected the keeper of stealing the rice apportioned for the animal's food. The man, of course, protested greatly against the charge, and bemoaned his hard fate in being exposed to such a cruel suspicion. It so happened that the elephant was standing by during the loud discussion, and, though no one supposed the creature understood the words uttered, the result was remarkable. The animal suddenly laid hold of a large wrapper which the man wore round his waist, and tearing it open, let out several quarts of rice which the fellow had stowed away under the voluminous wrapper. Further evidence was needless, either of the man's guilt, or the elephant's sagacity. The animal had probably seen the roguish attendant place its food in his cloth, and had simply taken the opportunity of recovering its rights.

ERNEST MENAULT.

I LOVE THE MERRY SUNSHINE.—Concluded.

sing-ing On their summer hol-i-day; The mer-ry, mer-ry sun, the mer-ry sun, the mer-ry, mer-ry
sun for me. The mer-ry, mer-ry sun, The mer-ry sun, the mer-ry, mer-ry sun for me.

SOFTLY NOW THE LIGHT OF DAY.

DUNIZETTI.

1. Soft-ly now the light of day Fades upon my sight a-way; Free from care, from labor free, Lord, I would commune with thee.
2. Soon for me the light of day Shall for-ev-er pass a-way; Then, from sin and sorrow free, Take me, Lord, to dwell with thee.
Thou, whose all-pervad-ing eye Naught escapes without, with-in, Pardon each in-fir-mi-ty, O-pen fault and se-cret sin, O
Thou who, sinless, yet hast known All of man's in-fir-mi-ty, Then, from thine e-ter-nal throne, Jesus look with pitying eye.

TABLE TALK.

The formation of a "Teachers' League" has been called for. A progressive teacher writes us: "If nineteen more readers of your paper will do the same, I will give \$5 towards starting such a fund; and then others might be willing to add one, two, or more dollars to swell it. Fifty cents from each subscriber would make a respectable fund; and did we begin, rich men, who are liberal-minded men also, would no doubt come forward as generously as for other worthy objects. The beneficiary of this fund might be sent to various parts of this and other countries, to be a special correspondent for educational interests, to examine every new system and appliance as soon as possible, and so to hasten the selection of the best in everything. By a change of person to be entrusted with the proceeds of this fund, a variety in ways of treating the different subjects of interest would be secured, this change coming perhaps once a year."

A "league" of truly earnest teachers who would be willing to make sacrifices for the truth would accomplish wonders. We associate, but do not combine. We join societies, but do not socialize. When the determined and converted teachers in our country shall unite for earnest work and not for mutual admiration, something will be accomplished. In our opinion, it is not necessary for any one to pay any money at present—perhaps not at all—but it is necessary for the advanced teachers to know each other and take council together. There are more than 10,000 who have not bowed the knee to the Baal and Moloch of grind and cram, and *never will*. If these could know each other better and take concerted action it would be a power for untold good. Platitudes and glittering generalities never, *never* will reform the world. Hitherto teachers have been separate when they ought to have combined.

We want a thundering protest:

Against antiquated and medieval methods of teaching. Against admitting into the school-room as teachers those who have no knowledge of child nature and the methods of mental and moral discipline.

Against the tyranny of ignorant school boards who assume to direct and dismiss competent teachers.

Against the unjust and unholy discrimination against women simply because they happened to be born female. We want to make it evident to men that God is no respecter of persons, and whenever two persons do equally good work, they should receive equally good pay. We hold these truths to be self-evident, and all true-minded converted teachers should combine to state to the world their convictions in such a manner that the world will heed what they say. The day must come when the common school teacher will command, not follow. What are you willing to do to hasten that time? Let us know.

A certain Western educational paper is supported because of its questions and answers which aid teachers in obtaining certificates. Would not those teachers gain more by buying a fifteen-cent copy of the State Certificate Questions, and have the space they occupy in the paper filled with professional matter? Now, that the question of a continued story is settled, would it not be well to settle this question also: Do you want we should publish examination questions? Why? Let us know. The truth is, we are very much puzzled to decide what use they would be in an educational paper. The arithmetics, grammars, and geographies are full of them. The market is stocked with books asking more questions on a hundred pages than a hundred philosophers could answer in a thousand volumes. Let us hear from you by postal card at once.

Why are you not more communicative with paper and ink? Educational sermons are plenty. We want no more. Educational practice in ink and type is rare. Much more is needed. You say, "What we might write would probably find its way into the editor's basket, and why should we enrich his stock of waste paper?" If you send us preachments and exhortations and platitudes you may be certain of the destination of the manuscript; but if you send us bits of your own experience, successes and failures, true to life, you may be assured of a cordial welcome. Have you read Miss Reed's "A B C of Number" in the JOURNAL. There is no exhortation there. She simply tells, in a plain, straightforward way, just what she did. It has already done great good. Other articles have been printed, as those on "Normal Teaching," which have been greatly prized. The educational history of our country is rapidly passing out of a stage of theorizing into an era of practicing. If you have anything you think is really good, however short, we can make use of it somehow, somewhere. Send it to us.

LETTERS.

The Editor will reply to letters and questions that will be of general interest, but the following rules must be observed:

1. Write on one side of the paper.
2. Put matter relative to subscription on one piece of paper and that to go into this department on another.
3. Be pointed, clear and brief.
4. We can not take time to solve mathematical problems, but we will occasionally insert those of general interest for our readers to discuss.
5. Enclose stamp if an answer by mail is expected. Questions worth asking are worth putting in a letter; do not send them on postal cards.

We will not guarantee an answer to any question unaccompanied by the writer's full name, address and stamp, for we are able to publish but a small portion of the letters of inquiry, and must select those we judge to be of the most general interest.

(1) Who named Virginia? (2) How is Alaska governed? (3) Did Sir Walter Raleigh ever visit America? (4) Why is there more ice at the South Pole than at the North Pole? (5) Why is it that 69½ statute miles make one degree, and only 60 geographical miles? (6) "What was that that that man said?" Dispose of second "that." (7) Why was the Gadsden purchase so called? (8) In the expression, "o'clock," for what letter does the apostrophe stand? (9) Holmes, in his revised United States History, says a governor of Virginia was impeached for hog-stealing. What was his name? A. W. C.

(1) Sir Walter Raleigh, in honor of the "virgin queen," Elizabeth. (2) May 17, 1884, a bill was signed, giving Alaska civil government; a governor, a judge, a district attorney, a marshal, a clerk, four commissioners, and four deputy marshals, the latter appointed by the marshal, the others appointed by the President. Seat of government at Sitka. The four commissioners and deputy marshals are to reside at Sitka, Wrangell, Juneau, and Unalaksha. The laws of Oregon, so far as applicable, are extended over the district. A term of district court in May at Sitka; in Nov. at Wrangell; no legislature, nor delegate to Congress; U. S. land laws not in force; squatter rights recognized; importation, manufacture and sale of intoxicating liquors prohibited; \$25,000 appropriated to provide for education, without reference to race. (3) Yes. (4) The north polar regions present a much greater land surface, and on this account possess a higher temperature. (5) The geog. or nautical mile (a knot) is the 60th of a degree of the equator, and is employed by mariners of all nations except Germany, where one-fifteenth of a degree, or four nautical miles, is taken as a geog. mile. The statute mile, equal to 5,280 ft., was incidentally defined by an act in 1593 to be "8 fur. of 40 perches of 16½ ft. each." Since then it has retained this value. In different countries statute miles (or miles established by law) have different lengths, exhibiting a remarkable diversity not satisfactorily accounted for. (6) Rel. pro. agreeing with it; antecedent, the pronoun. adj. that in person, number and gender; obj. case, the direct obj. of act, trans. verb said. It is equivalent to *which*. (7) Because a man by the name of Gadsden negotiated that purchase. (8) The letter *f*. (9) Who knows?—S.]

(1) Is there any sound unless there is some ear upon which the vibrations of air may strike? (2) Can a person reach the north pole by going northwest, not taking into consideration the ice; and if at the pole, could he leave it by going southeast?

(1) No. (2) The spiral evolved by going constantly northwest will approach the pole and draw infinitely near, yet never reach it; for the pole is an imaginary point, mere position, without magnitude. It has no east and west sides. If you were on the pole you could not leave it without moving on one of the meridians from the pole. The first step, then, will take you nearer the equator, or south; after that you may progress southeasterly. If you cannot leave the point without going south, how can you get on it without making at least the last step directly north?—S.]

Will you please inform me what the colors in the U. S. flag represent? S. C. S.

[The thirteen alternate red and white bars represent the original colonies; the blue field, the Union, and the pentagonal stars in the field, the States forming the Union. The bars and the fine pointed star were taken from Washington's coat-of-arms. Notice that after Washington's death the "Wash. star" was dropped from our coinage and a hexagonal star substituted. Our natural emblem, the eagle, was also taken from the same source.—S.]

Do you know of an instrument that may be called a mechanical note-recorder? For instance, one that has a keyboard like a piano, a tap on a key recording a note. F. X. R.

[There are mechanical note records, but none which record notes on an ordinary musical staff. The *Scientific American Supplement* describes the apparatus; or write to A. Livingston Bogart, Electrician, 22 Union Square, N. Y. City. He has been experimenting in this direction and will cheerfully answer.—S.]

How many light-houses in New York State? A. E. X.

[On Lake Erie, Niag., Ont., and St. Law. there are 26; on L. I. Sound, 21; S. coast Long Island, 2; Light Ship, mouth N. Y. Bay, 2; N. Y. Bay, 8; Hudson river to Albany, 28; Whitehall Narrows to Windmill Pt. on Lake Champlain, 17; total, 104.—S.]

(1) What is the length of the Brooklyn Bridge? (2) Where is Hog Island? R. E. S.

[(1) 5,929 ft. (2) In the Delaware, below Philadelphia, near Mud Island, on which Ft. Mifflin was built during the Revolution.—S.]

PERSONAL.

DR. SAMUEL ELIOT has been elected president of the Boston Athenaeum.

REV. DR. TIFFANY gave a lecture on "Work and Its Worth" before the teachers of Luzerne county, Pa.

PROF. F. V. IRISH recently discussed the subject of "Diagrams in Grammar" before the Wyandotte Co. Teachers' Association, Ohio.

HON. C. D. HINE, Secretary of the Connecticut Board of Education, is delivering addresses in his State on the "Advantages of Improving Teaching."

REV. DR. HODGE, for many years president of Lenox College, Iowa, has recently been elected to the principalship of the Elmwood Academy, Carmi, Ill.

SUPT. E. A. JONES, Massillon, secretary of the committee of the Ohio State Teachers' Association, has charge of the list of books used by the Ohio State Reading Circle.

CHAS. S. TAYLOR, who has been connected with the Goshen, Ind., high school for the last six years, has resigned, to take charge of the schools at Plainfield, Ill.

MR. WILLIAM H. GARDINER, Chief Clerk of the Bureau of Education, is acquiring considerable reputation as a historian. He is the historian of the Dartmouth College Association, at the Capital, and as Secretary of the Class of '76, has just published the ninth annual report of the class organization. Recently he has contributed to *The Dartmouth* a continued article on "Dartmouth College in the Executive and Legislative Departments of the State of New Hampshire for 100 years, 1784-1884."

PRESIDENT HILL, in his inaugural address before the Indiana State Teachers' Association, advocated (1) the adoption of a uniform term of schools, not less than eight months, throughout the State; (2) the necessity of securing for the country schools a more cultured and better-trained class of teachers; (3) the increase of compensation, in order that the pay might justify the teacher in securing better qualifications; (4) compulsory education, in order to protect the children against the indifference or viciousness of parents.

BISHOP MULLEN, the Roman Catholic Bishop of Pennsylvania, some time ago directed the parishioners of the churches in Sharpville, to protest against that part of the daily exercises in the public schools consisting of the reading of the Protestant Bible and the singing of gospel hymns. The school directors refused to entertain the complaint, and the Catholic children then remained outside the school buildings every morning until the religious exercises were concluded. The school directors promptly suspended them. The Catholics have now sought relief through the courts.

MR. DWIGHT L. MOODY's seminary at Northfield, Mass., which he founded in 1879 to promote the Christian education of young women, has apparently come to stay. "Its growth in friends, buildings, and pupils," says the *Springfield Republican*, "has been phenomenal, and few venture to-day to express any doubt about the permanency of the school, or of the boys' school at Mt. Hermon, in Gill. There are at the Seminary about 200 students, and many more are ready to enter as soon as there is room. During the short life of these schools, about \$300,000 has been expended in the erection of permanent buildings. During the present year, three buildings, two at Northfield and one at Gill, costing \$150,000, will be ready for occupancy."

SUPT. F. W. PARSONS, of Hastings, Neb., arranged the following program for Washington's Birthday: Song—"Battle Hymn of the Republic"; "Freedom's Song"; "His Early Life"; "The Star in the West"; "His Biography"; "The American Eagle"; "His Positions of Trust"; "His Character, by Webster"; "His Statue—by Greenough"; "Independence"; "Paul Revere's Ride"; "Incidents of His Life"; "His Capture"; "The Ship of State"; "His Friend, La Fayette"; "His Last Hours"; "His Death"; "His Funeral"; "His Tomb—Mt. Vernon Bells"; "Tribute to Washington, by Harrison"; "His Epitaph, by Col. Washington"; "Eulogy on Washington, by Col. Phillips"; "Disturb not His Slumbers, by M. L. Pike"; Song, "America."

EDUCATIONAL NOTES.

N. Y. CITY.—The State Superintendent of Public Instruction has arranged a course of twelve lectures on the animal and vegetable kingdom, for the benefit of Public School teachers. The first one of these lectures was delivered at the American Museum of Natural History, last Saturday, by Prof. A. S. Bickmore, who chose for his subject "The Sea." The lecture was illustrated by illuminated views.

Col. Parker will lecture before the New York Primary Teachers' Association, at Steinway Hall, on the afternoon of Feb. 28.

ASSIST. SUPT. GODWIN, of New York city, addressed the Primary Teachers' Association on "Arithmetic," at Grammer School No. 47, Feb. 10.

BROOKLYN.—At the meeting of the Brooklyn Teachers' Association on Tuesday evening last, in the hall of the Polytechnic Institute, in Livingston street, Horace Graves, of the Brooklyn Board of Education, gave a lecture, entitled "A Model Composition—The Oration on the Crown."

COLORADO.—The high school department of the South Pueblo schools has a fine new office. Five cases have been placed in it to be used for books and cabinet specimens. Mr. A. H. Danforth, the President of the School Board, has recently donated \$900 in cash toward the library fund. Another proposition has been made by a liberal gentleman, which is to duplicate with a like sum the money that the citizens of the place may donate. A strenuous effort will be made to raise a generous sum of money for library, apparatus and cabinet.

Colorado College, Colorado Springs, has been rendered bankrupt by the unfortunate speculations of the president with its funds. Contributions were recently solicited to pay the overdue salaries of the professors. We believe that the professors will attempt to carry the institution through its financial straits, believing that eventually friends will come to its rescue.

ILLINOIS.—An interesting Institute was held at New City, Feb. 14.

IOWA.—Louisa Co. is holding regular associations at points along the railroad.

Clinton has lately added two hundred new books to her library.

The State Association sent \$200 to aid in carrying on the Iowa Educational Exhibit.

The entire corps of teachers at Des Moines intend to visit New Orleans next spring.

About sixty teachers met at the County Association in New Hampton, Feb. 7. A good program was well carried out. Local associations have been held at Nashua and Lawler. Others are appointed for Fredericksburg and North Washington. Class drills form a prominent part of these gatherings.

Van Buren county is divided into six sections, with an executive committee of five in each section, to plan the work, arrange programs, etc., etc. These committees have been faithful and very successful in their arrangements, and deserve much credit for their wise and energetic activity in this work. The influence of this interchange of ideas cannot fail to reach every part of the county, nearly all the teachers having participated, the patrons and citizens manifesting much interest and extending a generous welcome to their homes and their halls and churches.—ANNIE E. PACKER, Co., Supt.

L. B. LANE, former Principal of the Colesburg schools, Iowa, was married to Miss Jennie Stedman, of that place, Feb. 4.

SUPT. TOYE, of Worth county, Ia., is having township educational meetings, for the benefit of the citizens as well as the teachers.

SUPT. PACKER, of Buchanan county, is holding conventions of school officers. He is serving his fifth term, and is one of Iowa's live superintendents.

MINNESOTA.—The Minnesota Educational Exhibit at New Orleans is considered the best in the Exposition.

SUPT. V. G. CURTIS, of Stillwater, Minn., has been visiting the New Orleans Exposition. He pronounces it a grand thing, and well worth a visit from every citizen who can afford the time and expense.

N. Y. STATE.—The Ontario County Teachers' Association convened at Manchester, Feb. 6 and 7, and was a very interesting one from beginning to end.

The Chappaqua Mountain Institute, at Chappaqua, Westchester county, was entirely destroyed by fire last Saturday morning at three o'clock. The children were many of them carried off insensible in their night clothes. Kind neighbors were soon at the scene, and the poor, half-frozen creatures were kindly cared for. The institute was started about sixteen years ago as a Quaker school for girls and boys. The building was situated about a mile west of the Chappaqua railroad station, and was built of stone at a cost of \$45,000. There was an insurance of \$21,000, and the loss is estimated at \$50,000.

DR. A. J. BARRETT, of Rochester, in a lecture before the teachers' institute, said that some teachers who were very careful to have their fancy work well done, would go to the school-room and be careless and listless.

OHIO.—The Teachers' Association was held at New Holland, Feb. 7. W. L. Shinn acted as president. The program was as follows: Among other papers was one on "The Mind," by M. E. Thrallkill; and "Lessons in Language," by Miss Louisa Fisser. There were also discussions, and a query box.

PROF. MITCHELL, formerly a teacher in the National Normal University at Lebanon, O., will hold a summer normal school at Georgetown.

OREGON.—There is but one Kindergarten in the State, and that is at Portland. It is maintained by subscriptions, and no pupil over five years of age is admitted.

At the Willamette University, situated at Salem, there is a small class in the law department, under the tutorage of Judge Ramsey, the dean. This was the first law school established in Oregon.

The Board of Regents at the State University, situated at Eugene, abolished the so-called Normal course on recommendation of the faculty, and prescribed an English course. The board also adopted, upon recommendation of the faculty, a preparatory course of two years, making the whole course six years. The executive committee was authorized to endeavor to have the agricultural school at Corvallis incorporated with the university at Eugene.

PENNSYLVANIA.—A local institute of Luzerne county was held at Hazleton, Feb. 13 and 14.

A joint institute of the teachers of Butler and Sugarloaf counties was held Jan. 29, 30 and 31.

The State Normal School at Mansfield is to have a \$30,000 building erected during the coming summer.

A bill has been unanimously passed in the Pennsylvania Legislature providing that physiology and hygiene, which will, in each division of the subject so pursued, include special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, shall be included in the branches of study now required by law to be taught in common schools and in all educational institutions supported wholly or in part with the State's money.

Miss LAURA KELLER, graduate of the State Normal School at Lock Haven, and the School of Elocution and Oratory, Philadelphia, resigned her position at Chippewa Falls, Wisconsin, and returned to her home at Lock Haven.

Miss YERGER, of Berks county, for some time teacher at Weatherly, has been compelled to resign her position on account of ill health.

TEXAS.—The Erath Co. teachers' convention met Feb. 30, to adopt text-books for use in the schools of the county, said adoption to be in force for a period of five years.

VERMONT.—The spring term of the New Hampton Institution opens March 3.

FOREIGN.—Karl Volkmar Stog, Schürath of Jena, Director of the Teachers' Seminary, and Professor in the University, died Jan. 23. Prof. Stog stood at the head of the vast number of brilliant pedagogues of Germany. He believed in the science of teaching, and knew how to teach as but few men have ever known. He founded the seminary for teachers in Jena, which has attracted teachers of experience from England, Greece, Italy, Bavaria, Bulgaria, Armenia, all parts of Germany, America, and other lands. In France the subject of popular education has taken a strong hold, both on the Government and the people. Public opinion, represented in the Legislature, imperatively demands an extension and improvement of the schools.

EDUCATIONAL MISCELLANY.

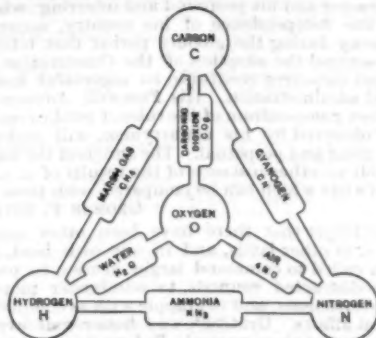
FOR THE SCHOOL JOURNAL.

PROBLEMS SOLVED.

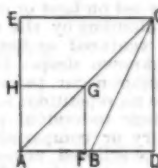
(See JOURNAL Jan. 17.)

Note: To the first problem, asking for a single diagram, showing the relation of Carbon, Cyanogen, Nitrogen, Water, Carbonic Oxide, Ammonia, Hydrogen, Oxygen, Air, and Marsh Gas, we have received no reply. Can no one answer the question? J. D. W. has sent us a solution of No. 3, and J. H. H. solutions to both 2 and 3.

The following is the solution:



2. Bisect a triangle containing a right angle by a line perpendicular to one of its sides.



Let ABC be the triangle.

From C draw CD perpendicular to AB produced, and complete the rectangle ADCE.

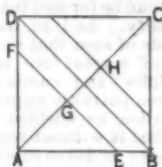
Describe a rectangle AFGH similar to ADCE, and equal to the triangle ABC, so that F may be on AD, and H on AE.

Then G will fall on AC.

Proof.—Triangle AFG is half the rectangle AFGH, and is therefore equal to half the triangle ABC.

Wherefore the perpendicular FG bisects the triangle ABC.

3. The side of a square is 12 feet; the square is divided into three equal parts by two straight lines parallel to a diagonal; find the perpendicular distance between the parallel straight lines.



$$AE \times AF = AB^2$$

$$2 = 3$$

$$AE^2 = 12^2$$

$$2 = 3$$

$$= 48$$

$$AE^2 = 96$$

$$AG^2 + GE^2 = AE^2$$

$$2 AG^2 = 96$$

$$AG^2 = 48$$

$$AG = \sqrt{48}$$

$$GH = AC - (AG + CH)$$

$$= \sqrt{2} AB^2 - 2 AG$$

$$= \sqrt{2} \times 12^2 - 2 \sqrt{48}$$

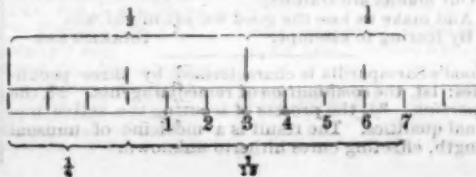
$$= \sqrt{288} - \sqrt{192}$$

$$= 16 \sqrt{905} - 13 \sqrt{8563}$$

$$= 3.114 \dots$$

∴ Perpendicular distance = 3.114 ... ft.

4. Make a diagram showing that: $\frac{1}{2} + \frac{1}{2} = 1$.



GOLDEN THOUGHTS.

SELECTIONS FROM SHAKESPEARE.

Brevity is the soul of wit.

Sweet mercy is nobility's true badge.

They that touch pitch will be defiled.

'Tis the mood that makes the body rich.

Suspicion always haunts the guilty mind.

A friend should bear his friends infirmities.

There's a special providence in the fall of a sparrow.

O God! that men should put an enemy in their mouths to steal away their brains!

Love all, trust a few,

Do wrong to none.

To climb steep hills

Requires slow pace at first.

If all the year were playing holidays,

To sport would be as tedious as to work.

Ignorance is the curse of God,

Knowledge the wing wherewith we fly to heaven.

A little fire is quickly trodden out,

Which being suffered rivers cannot quench.

I dare do all that may become a man,

Who dares do more is none.

Be just and fear not:

Let all the ends thou aimst at be thy country's,

Thy God's and truth's.

To thine own self be true;

And it must follow, as the night the day,

Thou canst not then be false to any man.

Ingratitude thou marble-hearted fiend,

More hideous when thou show'st thee in a child

Than the sea monster.

A GREAT GERMAN PEDAGOGUE.

BY L. SEELEY, JR.

Prof. Karl Volkmar Stog, Schürath, Director of the Pedagogical Seminary and Professor of Pedagogy in the Jena University, whose death occurred Jan. 23, was the most celebrated pedagogue of the present time. Forty years ago he founded the Pedagogical Seminary in Jena, and, with the exception of one interruption of a few years, has held the position of director for all this time. He taught the entire system of scientific pedagogy as theory in the university, and his students applied the principles in a special practice school with children under his supervision. Thus theory and practice went hand in hand.

In Germany there are two classes of teachers (1) the "Bürger," or common school teachers, and (2) the university professors and teachers of the *Gymnasien* and *Realschulen*. Each gives especial attention to his special field, and pays but little to the other. It is seldom that a teacher interests himself beyond his own field, any more than an American college professor interests himself in the common schools. But Prof. Stog applied his powers in both directions with equal energy and sympathy. He gave his students the soundest and broadest pedagogical culture in the university, and possessed also the warmest heart for the poorest children and the most elementary instruction. Like Pestalozzi, he gathered about him the poorest children of the city, and taught them knowledge, morality, and piety, administering to their bodily wants as well. Every summer vacation he went out into the neighboring mountains of Thuringia with a number of teachers and about forty pupils for a ten days' tramp. These were seasons of rich experience to the pupils. Nature was studied beneath the shady bowers, in the forest, among the rocks and plants, in wild nooks and beside dashing streams. He ate, slept, talked, and lived with his boys in closest sympathy, never failing to point out the meaning and beauty of Nature, and leading them to the Giver of all good. Prof. Stog was seventy years old when he died, and yet he was in the fullest possession of his mental powers, and was filled with the greatest enthusiasm for his work. He continued his work in the university and in the seminary until five days before his death. He had devoted his entire life to teaching, and left behind valuable treasures of rich experience.

LIVE ANSWERS.

1. During the Battle of Bull Run one of the Confederate generals, wishing to rally his soldiers, said, "Look yonder at Jackson; he stands like a stone wall," hence his sobriquet of "Stonewall Jackson."

2. In the process of making flour fine a great deal of the phosphorus, so essential to the growth of the bones and the brain, is removed.

3. The center of population is the center of gravity of population. It is 8 miles W. by S. of Cincinnati, and is moving westward.

4. The United States consumes more sugar than it produces.

5. When soap is put into hard water, the lime in the water combines with the fat in the soap and forms an insoluble substance, which prevents the formation of lather.

6. The difference in the number of shillings required for a dollar in the different States was caused by the depreciation in paper money used by the

colonies. Previous to Act of Congress, Aug. 8, 1786, establishing the present system of currency in the United States, the Federal Union used the currency of England, which, in 1749, began to depreciate. Massachusetts soon after called in her depreciated money, and the legislature established the par exchange between Massachusetts and England at £133; currency to £100 sterling, and 6 shillings to the Spanish dollar. Similar depreciation followed in the other colonies. The Spanish real of $\frac{1}{2}$ of a dollar was called a *levy*, or *elevenpence* in Pa., one *shilling* in New York, and *ninepence* in New England.

7. The south pole of the earth's magnetic attraction is calculated to be in about $75^{\circ} 30'$ S. lat., and 154° E. long.

8. The *Petit Journal*, of Paris, is the giant paper of the world. Its circulation is 750,000 a day.

LIVE QUESTIONS.

1. Of what is the brain composed, and how often does it change?
2. When was the Declaration of Independence signed?
3. How did the expression, "Speaking for Buncomb," originate?
4. Under what circumstances was the "Star Spangled Banner" written?
5. How many species of insects are there?
6. What animal is exceedingly fond of tobacco smoke?
7. What queen has a tea service made wholly of amber?

EDUCATIONAL CALENDAR FOR MARCH.

By N. O. WILHELM.

March 1, 1711.—First number of the *Spectator* appeared; planned by Addison and Steele; its success was mostly owing to Addison, who signed his papers, "C. L. T. O." The articles are noted for their fine style and pure English.

March 2, 1790.—De Witt Clinton, born; an eminent American statesman, zealous politician, became United States Senator, Mayor of New York City, and aided in founding the Academy of Fine Art and in building the Erie Canal; wrote articles on natural history.

March 3, 1753.—Macready, born; popular English actor, was a success as "Virginius," and in the leading characters of Shakespeare; was not successful as a theatre manager; when in New York, a quarrel between him and Edwin Forrest resulted in a serious riot.

March 4, 1833.—A. H. Stevens, died; American statesman; born in Georgia in 1812; after two months study was admitted to practice law; his first case was for a mother whose child was abducted by a guardian, in which, contrary to prediction, he won; was elected to U. S. Congress, "spoke boldly and ably against the meditated treason," says Mr. Greeley, but from being an opponent became an enthusiastic advocate after his election to the Vice-Presidency of the Confederacy; was imprisoned five months in Fort Warren; the next year was elected to the U. S. Senate; remained in Congress until 1865; wrote "War Between the States," etc.; educated, at his own expense, no less than thirty young men, and started them professionally.

March 5, 1770.—Boston Massacre; British troops were in Boston, a rope-maker quarrelled with and struck a soldier, when several on each side became involved, later about seven hundred persons assembled and at length attacked the soldiers; one of the soldiers receiving a blow, fired; his companions mistaking an order, fired also, killing three and wounding five of the citizens; the leader of the mob was Crispus Attucks; the soldiers were tried for murder, but were acquitted by a Boston jury.

March 6, 1836.—Crockett, killed; American hunter, noted for his adventures and eccentric habits; U. S. Congressman three terms; friend of Gen. Jackson; joined the Texans in their revolt against Mexico; taken prisoner and killed by Santa Anna at Alamo.

March 7, 356 B. C.—Alexander the Great, a conqueror; King of Macedonia; pupil of Aristotle; in youth tamed the fiery steed, Bucephalus; to be a great conqueror was his ruling passion; succeeded to the throne when under twenty; conquered Greece, Persia, Egypt, and cities along the Eastern Mediterranean; founded Alexandria; invaded Asia, even into India; died at Babylon; Pope, in his "Temple of Fame," calls him "The youth who all things but himself subdued."

March 8, 1702.—William III., died; King of England, Stadtholder of Holland, and Prince of Orange; when chief of the government in Holland, forced the French to retreat by opening the dykes and letting in the water; married the daughter of Duke of York, James II. of England; went to England with an army, and after James had abdicated, was proclaimed by the Parliament, king; at the same time his wife was made queen, hence the reign of William and Mary; declared war against the French (known in America as King William's War), and defeated them in several battles; was succeeded by Queen Anne.

March 9, 1862.—Battle between the Merrimack and Monitor at Hampton Roads. (See Am. Hist.)

March 10, 1492.—Ferdinand, born, King of Castile and Aragon, schooled in military science; when seventeen married Isabella, heir to the throne of Castile; united several small kingdoms into one nation; overcame the Moors in Grenada; aided Columbus.

NEW YORK CITY.

ART STUDENT'S LEAGUE.—On Saturday evening last, Mr. Wm. M. Chase gave a familiar talk to the students of the Art League, at 38 West 14th St. The room was full and as Mr. Chase was practical and told the students just what they wanted to know, all were very glad to have heard him. Mr. Chase first mentioned the students in the Antique class; advised them not to be in too great a hurry to begin to paint; wanted them to be enthusiastic over their work, and apply themselves to this, the foundation study. Those in the life classes, Mr. Chase advised to learn how the human figure was constructed, what it was made of; said it surprised him that people were not more curious to find out about themselves. He wanted them all to be able to locate joints, to know the muscles as they lie under the flesh, not necessarily to commit to memory the long names, but to be able to place on drawings where such forms should appear. Mr. Chase also spoke of criticism, and told the students to weigh each one and find if it amounted to anything; told them not to be flattered by praise, and not to be depressed by the students who stood behind them, gazing at their work and saying nothing. He said a student was his own best critic if he was severe and true to his work.

THE subjects that people discuss when they meet for social relaxation and interchange of ideas are an index of character and a test of their usefulness for carrying on the world's work.

FOR THE SCHOLARS.

TRIBUTES TO WASHINGTON.

[FOR DECLAMATION.]

The universal consent of mankind has accorded to Washington the highest place among the great men of the race. This is not because of his great military capacity, but because of the moral and intellectual qualities he exhibited both in war and peace. He has no peer in the combination of absolute disinterestedness, sound judgment, knowledge of the character of his country, integrity, prudence, untiring industry, patience, self-command, comprehension of things in their largest relations, rapid decisions in emergencies, dignity and grace of demeanor. Hamilton, Jefferson, Jay, Madison, Ellsworth, came to him as to a superior, submitting to his august judgment the maturest product of their own genius. The weight of Washington's personal character and his profound and unerring wisdom achieved the independence of his country, secured it from anarchy during the gloomy period that followed the war, secured the adoption of the Constitution and of the great measures needful to its successful inauguration and administration. His Farewell Address is a most perfect compendium of the rules of public conduct, which, if observed by his countrymen, will make the Republic great and perpetual. The annals of the human race exhibit no other instance of the results of a single statesman's life which can be compared with these.

GEORGE F. HOAR.

I do not forget that there have been other men, in other days, in other lands, and in our own land, who have been called to command larger armies, to preside over more distracted councils, to administer more extended governments, and to grapple with as complicated and critical affairs. Gratitude and honor wait ever on their persons and their names! But we do not estimate Miltiades at Marathon, or Pausanias at Plataea, or Themistocles at Salamis, or Epaminondas at Mantinea, or Leuctra, or Leonidas at Thermopylae, by the number of the forces which they led on land or on sea. Nor do we gauge the glory of Columbus by the size of the little fleet with which he ventured so heroically upon the perils of a mighty unknown deep. There are some circumstances which cannot occur twice; some occasions of which there can be no repetition; some names which will always assert their individual pre-eminence, and will admit of no rivalry or comparison. The glory of Columbus can never be eclipsed, never approached, till our New World shall require a fresh discovery; and the glory of Washington will remain unique and peerless until American Independence shall require to be again achieved, or the foundations of Constitutional Liberty to be laid anew. Think not that I am claiming an immaculate perfection for any mortal man. One Being only has ever walked this earth of ours without sin. Washington had his infirmities and his passions like the rest of us; he would have been more, or less, than human had he never been overcome by them. He made no boast of virtue or of valor, and no amount of flattery ever led him to be otherwise than distrustful of his own ability and merits.

ROBERT C. WINTHROP.

No sum could now be made of Washington's character that did not exhaust language of its tributes, and repeat virtue by all her names. No sum could be made of his achievements that did not unfold the history of his country and its institutions—the history of his age and its progress—the history of man and his destiny to be free. But, whether character or achievement be regarded, the riches before us only expose the poverty of praise. So clear was he in his great office that no ideal of the Leader or Ruler can be formed that does not shrink by the side of the reality. And so has he impressed himself upon the minds of men that no man can justly aspire to be the chief of a great free people who does not adopt his principles and emulate his example. Drawing his sword from patriotic impulse, without ambition and without malice, he wielded it without vindictiveness and sheathed it without reproach. All that humanity could conceive he did to suppress the cruelties of war and soothe its sorrows. He never struck a coward's blow. To him age, infancy and helplessness were ever sacred. He tolerated no extremity unless to curb the excesses of his enemy, and he never poisoned the sting of defeat by the exultation of the conqueror. Peace he welcomed as the heaven-sent herald of Friendship; and no country has given him greater honor than that which he defeated, for England has been glad to claim him as the savior of her blood; proud, like our sister American States, to divide with Virginia the honor of producing him.

At last was the crowning work of Washington accomplished. Out of the tempests of war, and the tumults of civil commotion, the ages bore their fruit, the long yearning of humanity was answered. "Rome to America" is the eloquent inscription on one stone of the colossal shaft—rather from the ancient temple of peace that once stood hard by the palace of the Caesars. Uprisen from the sea of revolution, fabricated from the ruins of battered bastilles, and dismantled palaces of unhallowed power, stand forth now, the republic of republics, the nation of nations, the constitution of constitutions, to which all lands and times and tongues contributed of their wisdom.

JOHN W. DANIEL.

Our doubts are traitors,
And make us lose the good we oft might win
By fearing to attempt.

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BOOK DEPARTMENT.

NEW BOOKS.

KINGSLEY'S GREEK HEROES. Edited by John Tetlow; **SCOTT'S LADY OF THE LAKE.** Edited by Edwin Ginn. Boston: Ginn, Heath & Co. 35 cents each.

These are the latest of the Classics for Children series published by this house. This edition of *The Heroes* is intended primarily for use in non-classical schools, and is supplemented by foot-notes and a descriptive table helping to an understanding of the classical allusions; a pronouncing index is also added. The simple beauty of these three stories, as told by Kingsley, established them long ago among the true children's classics; the slight and judicious editing of Mr. Tetlow has adapted them admirably to the special need of non-classical schools and widely extended their practical use.

The Lady of the Lake is prefaced by the editor with well chosen remarks and suggestions concerning the suitability of Scott's and similar work for abridgement for the use of child students. It appears that the earliest suggestion of this series arose from the result of reading by young children of Scott's beautiful poem. Following the hint given by their interest in the work, evidence accumulated in every direction to the effect that in most cases comparatively young minds read the best writing, not only with interest, but with avidity. It is true that the best books often include matter beyond the children's years, and are susceptible of discriminating elision, but after this has been done, as in the present instance, surely nothing better than the master classics, nothing purer, more delightful, more invigorating or more truly educative—can be put into the children's hands. The publishers of this series are not giving a stone to those that ask bread. While on the subject, one cannot help remarking the high typographical excellence that distinguishes the work of Messrs. Cushing & Co., the printers of this series.

AN AMERICAN POLITICIAN. a novel by Marion Crawford, Boston: Houghton, Mifflin & Co. \$1.25.

Perhaps the first thing that strikes one reading this book is a similarity in some of its chapters to Robert Grant's "An Average Man." In this instance, Boston, instead of New York, is the stage upon which the political-social comedy is enacted. The "American Politician," Mr. John Harrington, is of a different stamp from his New York prototype. He is the ideal to which the best class of Americans look forward, but which has hardly yet appeared—a strong, earnest, self-sustained man—great both in victory and defeat. The methods of political managers—even of the better sort—are here exemplified in a way calculated fairly to startle the uninitiated. The Boston society depicted is rather Europeanized and cosmopolitan; it does not evince the strong local flavor of Howell's works, and Grant's "Average Man," the portraiture, is not so photographic; the characters, however, are original and interesting, and the author's powers as a story-teller are employed to good advantage in the underlying love-plot. Mr. Crawford is also a teacher in his way, and his book, beyond being a picture and a story, is a novel in a high sense; it has an enlightening and elevating influence.

ELECTRICITY AND ITS DISCOVERERS. M. S. Brennan. New York: D. Appleton & Co.

The aim in this book is to avoid confusing mechanical details and deal only with the main principles of electrical science, as they have from time to time become manifest. The prominent discoverers of these principles are spoken of in connection with the particular branch of investigation with which each is associated. The identity of the various forms of electricity is kept in mind, and the introduction of new forms is so described as to make apparent the natural succession of discovery. The writer in his prefaces says truly that the recent extraordinary progress in the science, its stimulus to commerce and its mysterious possibilities make it, *par excellence*, the science of sciences of our days, and all should be familiar with its essential principles at least.

GREECE IN THE TIMES OF HOMER. T. T. Timayenis. New York: D. Appleton & Co. \$1.50.

This book is published in answer to repeated requests from readers of the author's *History of Greece* for a book telling of the life customs and habits of the Greeks during the Homeric period. The work is not intended for specialists and the author tells the story as simply as possible, avoiding all terms unintelligible to the average reader. The homes of the people, the family, dress, ornaments and social relations of the time are described in a style popular, yet worthy the writer's scholarship. Passages from Homer are frequently

adduced as describing features and customs of the period, Bryant's translation being used in these quotations. The book, although useful as a text-book is altogether a readable narrative.

ANALYTICAL GEOMETRY. Simon Newcomb. New York: Henry Holt & Co. \$1.50.

This work is so arranged as to be useful both to special students and those seeking general information. A summary of the new ideas associated with algebraic language is contained in the opening chapter; the next seven chapters corresponding closely to the usual college course in plain analytical geometry, besides some "extras." To this is added a part on geometry of three dimensions, for those expecting to make practical application of the subject in engineering and mechanics; and also a part forming an introduction to modern projective geometry, which the author has developed in so elementary a way that it offers no difficulty to a student that has mastered elementary geometry and trigonometry.

HOW TO TEACH READING WITH EXPLANATORY NOTES: English Classic Series. By Caroline B. LeRow. New York: Clark & Maynard. Pamphlet, 32 pages.

This little book contains in brief space a great amount of most valuable information. Among the topics considered are: Directions for Using Exercises; Exercises for the Body and Chest; Manner of Practicing Exercises in Articulation; Timidity in Reading; Special Faults. These are among the thirty-eight subjects treated. The work is done in a thorough manner, and cannot fail to be of great help to all teachers following the directions here pointed out.

CONDITIONS OF MENTAL DEVELOPMENT AND OTHER ESSAYS. By William Kingdom Clifford, F. R. S. N. Y. J. Fitzgerald, 20 Lafayette Place. 15 cents; paper.

In addition to the topic first discussed, the pamphlet contains articles on Aims and Instruments of Scientific Thought, A Lecture on Atoms, and The First and Last Catastrophe.

MAGAZINES.

Harper's for February has a fine frontispiece engraving of F. S. Church's picture, "The Mermaid and the Sea-Wolf." "Hatfield House and the Marquis of Salisbury," by Henry W. Lucas, is the leading illustrated article; its views of this historic mansion are very beautiful. Other principal illustrated papers are: "General Richard Montgomery," by Louise Livingston Hunt; "The New and Old in Yucatan," by Alice D. Le Plongeon; "An Art Student in Ecouen," by Cornelia W. Conant; "Guardian Birds," by John R. Coryell; and "Pullman: A Social Study," by Richard T. Ely. It also contains many bright stories, sketches and verses.

The leading pictorial papers of the March number are: "The House of Orange," by Prof. W. T. Hewett; "A Glimpse of some Washington Homes," by E. W. Lightner; "The Cape Ann Quarries," by Ellen Day Hale; and "In an Old Virginia Town," by Frederick Daniel. Among the contributions in fiction is another of the remarkable sketches of quiet country life by Mary E. Wilkins, entitled, "A Souvenir;" also a story, "A House built upon Sand," by Constance Cary Harrison. "The Tricks and Manners of a Catbird," by Olive Thorne Miller, is a well-written paper, exquisitely illustrated, by William Hamilton Gibson. The poetry of the number is good and the editorial departments full of entertainment as usual. Altogether the number is worthy the reputation of the magazine.

The March issue of *Outing* closes the fifth volume and the present series. It is filled with entertaining and valuable matter, and its illustrations are among the best it has ever published. With the April issue the magazine is to be greatly enlarged, and strengthened in all its features.

Cassell's Family Magazine for March is brim full of attractive illustrations, stories, sketches, and articles of general interest. The two serials now running, "A Diamond in the Rough," by Alice O'Hanlon, and "Sweet Christabel," by Arabella M. Hopkinson, are eagerly waited for from month to month. The prize story, "A Lost Opportunity," illustrating the evil of vacillation, proves itself worthy the honor paid it. Besides the fiction, we are told "What to do in Court," by a barrister; and Walter Squirrels, in an illustrated paper on "Life at an American College," gives a capital description of the venerable Yale. Contributions from "The Family Doctor" and the Paris correspondent give good advice and suggestions.

The Quiver is an illustrated monthly magazine designed for Sunday and general reading. In the March number are contributions by well-known names—read-

able articles, serial and short stories, verses and music, and a deal that goes to give quiet entertainment in the family, particularly on the Sabbath. It will be eagerly sought by thousands of American families.

The *Book-Buyer* is becoming more and more a necessity for all desiring to keep posted regarding books and literature. It is published monthly by Charles Scribner's Sons, New York.

NOTES.

Bayard Taylor's "Views Afoot" has been published in a young people's edition, by Chas. Scribner's Sons.

A dramatic fantasia, by J. B. G., entitled "Queen of Hearts," is published by Messrs. Ginn, Heath & Co. in a series of diversions for students.

"How Success is Won" is an attractive volume, illustrated by portraits made with great care, in which Sarah K. Bolton sketches the history of some of the most successful men of to day. D. Lothrop & Co., publishers.

The recently organized American Historical Association, of which Andrew D. White, President of Cornell University, is the President, and Prof. Herbert B. Adams, of Johns Hopkins University, is the Secretary, has appointed as its publishers G. P. Putnam's Sons, of New York and London.

Ginn, Heath & Co., of Boston, will have ready March 1, Pestalozzi's "Leonard and Gertrude," translated and abridged by Eva Channing, with an introduction by G. Stanley Hall. This is the second volume of the series of "Educational Classics," and is a remarkable book by a remarkable man.

The "Dictionary of English History," recently announced by Cassell & Co., is now ready for the public. It is edited by Sidney J. Low, B.A., and F. S. Pulling, M.A., and will be issued in one large octavo volume of 1,120 pages. The value of a dictionary of English history need hardly be dwelt upon.

G. P. Putnam's Sons will publish immediately a small work with a big purpose, entitled "Man's Birthright; or, The Higher Law of Property." The author, E. H. G. Clark, claims to present in his essay a practical solution of the vexed questions concerning the ownership of the surface and natural products of the earth.

Gen. George B. McClellan will contribute two papers to *The Century* war series. Gen. Joseph E. Johnston, who commanded the Confederate forces opposed to McClellan, will write of the Confederate side, from Manassas to Seven Pines, dealing with both battles, and with his own relations and differences with Jefferson Davis.

Messrs. Roberts Brothers announce for early publication "The Secret of Death," a popular and novel version of the "Katha Upanishad" from the Sanskrit, by Edwin Arnold, author of "The Light of Asia"; "The Open Door," and "The Portrait," by Mrs. Oliphant, the author of "A Little Pilgrim," and "Old Lady Mary"; "The What-to-Do Club," a story for girls, by Helen Campbell, and a new edition of Mrs. Stowe's "Pink and White Tyranny," with illustrations by Sol Eytinge.

Captain Ericsson is writing a paper, to be printed in an early number of *The Century*, making record of the circumstances attending the invention of the "Monitor," and treating also of the engagement in Hampton Roads. The March number contains an article on the Soudan, written by Gen. R. E. Colston, formerly of the Confederate army, and lately on the general staff of the Egyptian army. The article will be illustrated with more than twenty pictures.

"Initials and Pseudonyms," a Dictionary of Literary Disguises, a valuable work, prepared with great care and labor by Rev. William Cushing, of Cambridge, Mass., will soon be issued by Thomas Y. Crowell & Co., 13 Astor Place, New York. It also incorporates material which Mr. Albert R. Frey of the Astor Library has been gathering for years. It contains an index of about 10,000 initials and pseudonyms, alphabetically arranged and 6,500 real names of authors, answering to the pseudonyms, with brief notices—date of the writer's birth and death, etc., especial care being used to secure accuracy. It makes a volume of 600 pages, royal octavo, in fine substantial style, delivered free of charges; cloth, \$5; half morocco, \$7.50.

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Dr. J. N. ROBINSON, Medina, O., says: "In cases of indigestion, constipation and nervous prostration, its results are happy."

SWEARING FALSELY.

NOTE.—Read this incident and ask questions like those which follow. Lead the pupils to make statements of important principles. These may be written on the board. A definite object must be aimed at and a definite result reached. The simple reading of a story is of no value, unless a lesson is enforced. This story is from Gow's "Primer of Politeness."

THE FALSE WITNESS.

In the county of Washington, Pennsylvania, a jury was summoned to try a case between two neighbors in reference to some property in dispute. A large number of persons had assembled to hear the trial. The property was valuable, and the cost of the suit would amount to such a sum as to make it very desirable for either party to win the case. From the anxiety manifested by one of the parties to secure certain witnesses, it was strongly suspected that an effort would be made to gain an award as the result of false swearing. One of these witnesses was just entering upon manhood, and from various circumstances it was supposed that the award would rest to a great extent upon his testimony. His reputation was not the best in the community, so that it was feared his honesty would not offer a serious opposition to a false oath, if he thought he would be well paid for it. The case was called, and several witnesses took the oath and gave their testimony. Finally the young man was brought upon the witness-stand. All eyes were centred upon him, and expectation was awakened as to what he would say. He was requested to hold up his right hand and take the witness's oath. There was a solemn stillness in the room as he gave in detail all the minute circumstances of the case, as he had been previously instructed to do. The character of his testimony showed to the opposite party the baseness of the means employed to secure the desired result.

When the witness was to be cross-questioned or examined by the other side, the lawyer said to the witness, "Young man, do you know the nature of an oath? Do you know that you held up your right

hand in the presence of this Court and called upon God to witness that you were 'to tell the truth, the whole truth, and nothing but the truth, as you will have to answer to God at the great day?' Young man, do you know the fearful guilt which you incur by taking such an oath, and then deliberately giving such testimony as you have just given?"

There was a fearful silence in the room. Every eye was riveted on the witness. He felt that he was in a position of terrible responsibility; he became restless, grew white and ghastly, and in a moment the strength left his knees, and he fell to the floor as one struck by death.

It was indeed too true, as was afterwards ascertained, that he had been engaged to swear falsely.

QUESTIONS.

What is a witness?
What is a court?
Why were all eyes centred on the young man?
Why does a witness hold up his hand?
State what lying is?
By what word is the sin of false witnessing called?
Why is perjury a greater sin than lying?
Is it necessary to take an oath in order to make good men tell the truth? Why?
What is the character of those who commit perjury?

What will the habit of telling "small" lies lead to?

WHAT is still needed is a system of the most careful observations, made without a trace of preconceived opinions. What child but thinks that our flying squirrels really fly, instead of sail through the air! Too often, ignorant ourselves, we give evasive answers to our children, and many errors are thus perpetuated by the world at large which a little patient observation might have readily checked. On the other hand, when we affect to become observers, how often do we rashly jump at conclusions, based on deceptive appearances.—*A Naturalist's Rambles about Home*, by ABBOTT.

ENERGY will do anything that can be done in this world; and no talents, no circumstances, no opportunities will make a man without it.—GOETHE.

PUBLISHERS' NOTES.

I consider the JOURNAL invaluable to the live teacher.

F. M. S.

Allow me to thank you for the many valuable suggestions which I find in your JOURNAL. I cannot afford to be without it.

C. S.

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E. C. S.

We are enjoying a grand educational revival, and we give you credit for it all; for "Parker's Notes" and the SCHOOL JOURNAL and INSTITUTE have done more to bring about a reform among us than all other influences combined.

J. S. F.

I bid you "God speed" in your work of securing better teaching through the principles of education. Since your journals began to come into this county the teachers who take them do better work, and others, seeing their work, also improve.

J. N. D.

I wish to tell you what a help your paper has been to me. I never have seen an educational paper that I liked as well. The ideas contained in it have, I might say, doubled my powers and usefulness as a teacher. Thanks to you. As long as I remain a teacher, I will not do without it. It pays. From an Iowa teacher.

N. H.

I do not want to miss even one copy of the JOURNAL.

J. H. R.

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H. M. M.

PRESIDENT WEBB, of Mississippi College, was interviewed by a young man who wanted to go to school. "Well," said the President, "what do you know?" "Nothing," was the response. "Well, you are just four years ahead of some of the other students. It takes them four years to learn what you know to start with. Your prospects are fine, sir."

I HAVE no respect for that self-boasting charity which neglects all objects of commiseration near and around it, but goes to the end of the earth in search of misery for the purpose of talking about it.—G. MASON.

RESOLVE to edge in a little reading every day, if it is but a single sentence; if you gain fifteen minutes a day, it will make itself felt at the end of the year.—HORACE MANN.

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Publisher's Department.

At its beginning, reading is in the stage most difficult for the teacher. In its earlier lessons the teacher's patience and ingenuity are most sorely tried. This fact has given rise to a great number of primary reading charts, with the view of lightening the teacher's burdens and affording suggestions. Among the many publications that have been sent out to meet this growing demand, none has been designed and executed with a better understanding of the public need than the series published by E. H. Butler & Co., 19 South Sixth St., Philadelphia. In the preparation of these charts the authors have had in view the most approved modern methods of elementary instruction in reading, and have endeavored not to lose sight of the main object, which is to teach children to read readily and correctly.

The motto of the reading class in our schools ought to be: "The best, and only the best." There certainly is not any reason why this high standard should not be maintained, or why it cannot be; for, nowadays, publishers are vying with each other to give the schools every advantage, and pupils have set before them the classics of all languages. Particularly is this the case with English and American classics as published by Messrs. Houghton, Mifflin & Co., of Boston. Under the title of "Modern Classics," this firm issues a school edition of a series including entire poems, essays, sketches, and stories from celebrated masters. The form in which they are issued, the frequent accompaniment of a critical biographical essay in the same volume, and their low price combine to render them especially available as supplementary reading in schools.

The statement recently made in the *Christian Advocate*, that the firm of Martin Garrison & Co., of Boston, had just sent an order to the publishers of the People's Cyclopaedia, amounting to \$10,000, and considering the fact that this enterprising firm have already sold over \$200,000 worth of this valuable work, illustrates two very important facts—first, that the work referred to must possess extraordinary merit, and, second, that the people of New England are not slow to appreciate a really good work when they see it. A new edition of the Cyclopaedia has just appeared, containing many new features, including new and valuable maps and charts. So comprehensive a Cyclopaedia as this, within the reach of all, at so small an outlay, must prove a priceless benefactor.

Messrs. Cassell & Company maintain their place in the front rank of enterprising publishers by recent additions to their list of popular and useful books. The Dictionary of English History, just published by them, is a work that every teacher and student will immediately acknowledge to be indispensable. The wonder is that the study of history has so long been conducted without it. Messrs. Cassell & Company deserve the gratitude of every student for the drudgery he has been saved by this work.

Among other late publications of this firm, "The Popular Gardening" is timely, and "Greater London," "Italy," and "Memoir of Humphrey Sandwith" are meeting with appreciation.

In many schools well advanced in other respects, there is one element lacking, the presence of which would lend a new atmosphere to the school-room: for, where the seeker after the most enlightening educative influences will find maps and globes in abundance, fine desks and furniture, the best text-books, and almost perfect hygienic conditions, too often he looks vainly for a musical instrument of any kind. The great power of music over the uncivilized human being has passed into a proverb; but few that have not tried it know its charms in "soothing the savage breast" of the school-boy into an agreeable frame, and bringing into harmony the often conflicting temperaments of the pupils. It goes without saying, that every school ought to have an organ of some sort, and there is small excuse for any school dispensing with one, when the Companion Organ can be obtained on such easy terms of E. P. Carpenter Co., Brattleboro, Vt., whose advertisement on another page is well worth perusal.

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